NSSE
national survey of
student engagement

NSSE 2017
Multi-Year Report

Western Michigan University

IPEDS: 172699

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE website. **nsse.indiana.edu/pdf/MYDAG.pdf**

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in a learning community, service-learning, and research with faculty, and who planned to do an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulation.

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Administration Summaries

Western Michigan University

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

	First-year students					Seniors				
Year	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions
2013	16%	+/- 3.6%	627	462	165	23%	+/- 2.8%	917	749	168
2014										
2015										
2016										
2017	20%	+/- 3.7%	560	366	194	24%	+/- 2.6%	1,051	771	280
2018										
2019										
2020										

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013	Email	Census	No	Academic Advising	No	No	Yes
2014							
2015							
2016							
2017	Email	Census	No	Global Learning, Cultural Diversity	No	No	Yes
2018							
2019							
2020							

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* report(s).

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Engagement Results by Theme

Western Michigan University

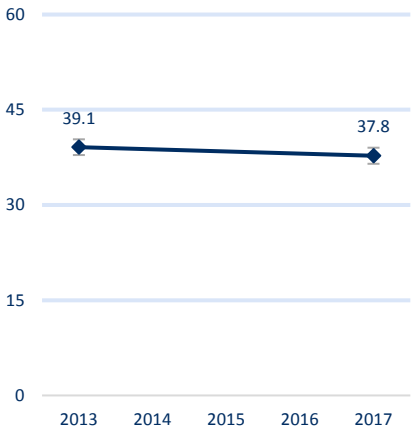
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students

Higher-Order Learning

Reflective & Integrative Learning

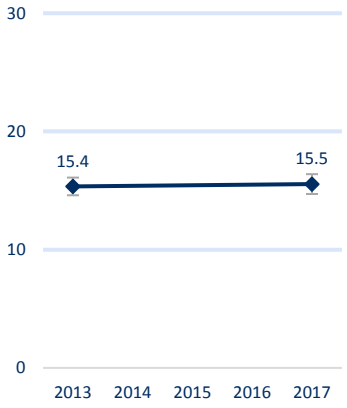
Learning Strategies



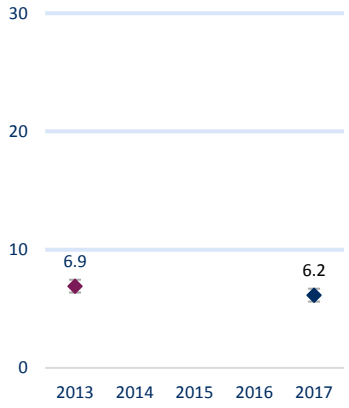
Quantitative Reasoning

Academic Challenge (additional items): First-year students

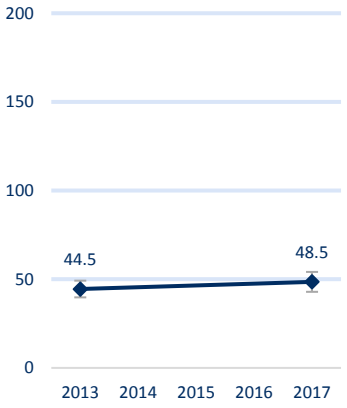
Preparing for Class (hrs/wk)



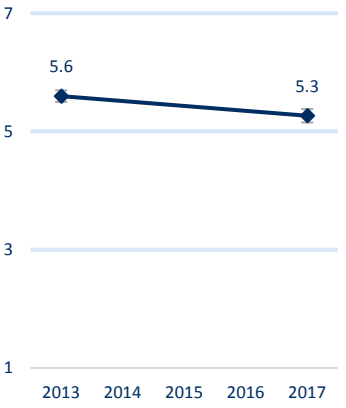
Course Reading (hrs/wk)[a]



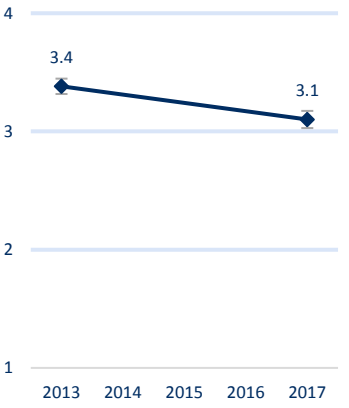
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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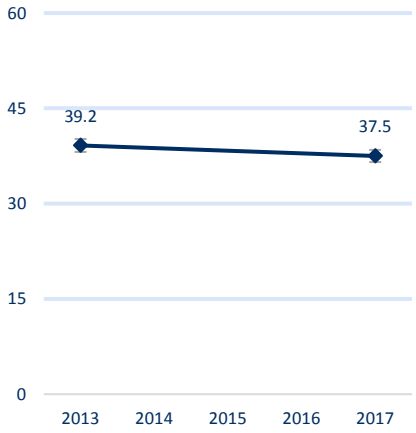
Academic Challenge: Seniors

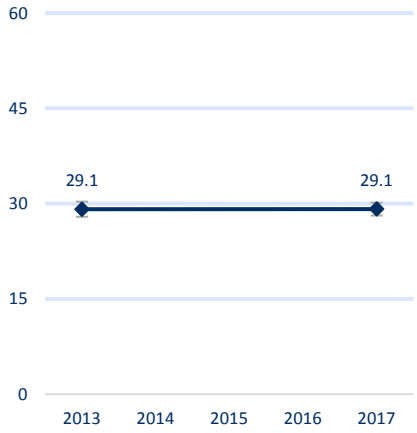
Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

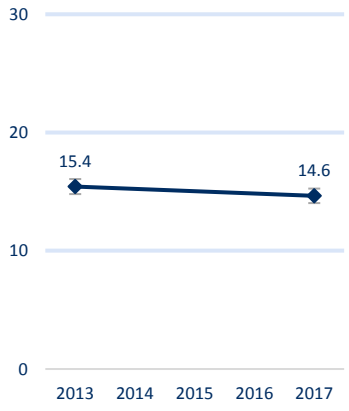


Quantitative Reasoning

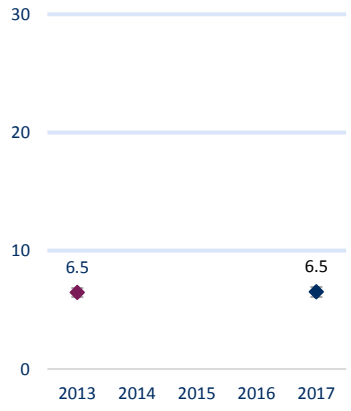


Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)



Course Reading (hrs/wk)[a]



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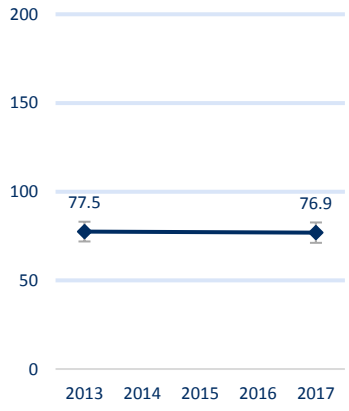
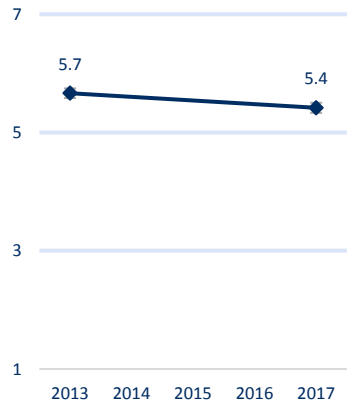
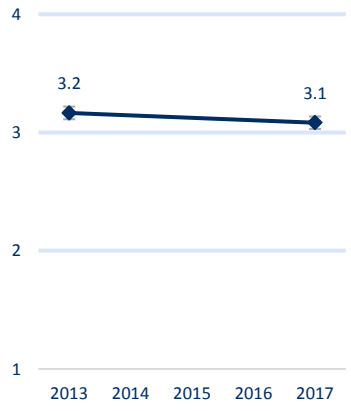


Course Challenge[b]



Academic Emphasis[c]



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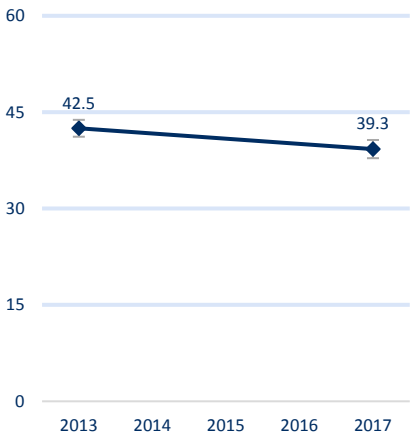
Learning with Peers: First-year students

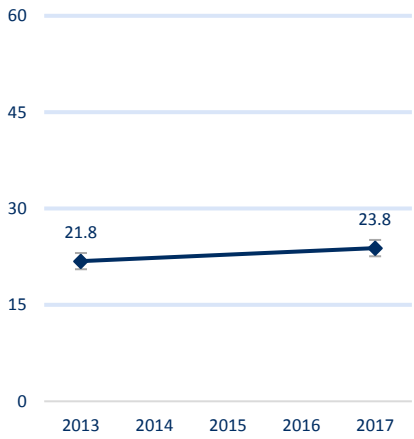
Collaborative Learning

Discussions with Diverse Others



Experiences with Faculty: First-year students

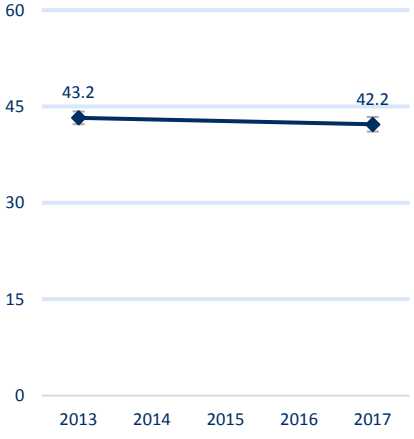
Student-Faculty Interaction



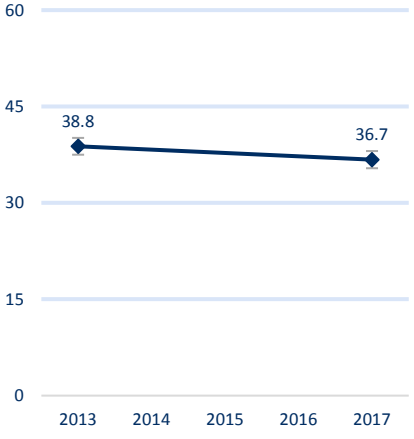
Effective Teaching Practices

Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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Engagement Results by Theme

Western Michigan University

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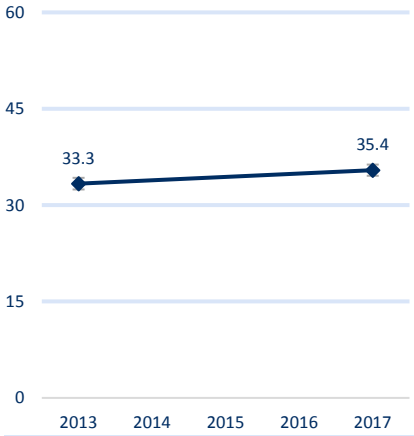
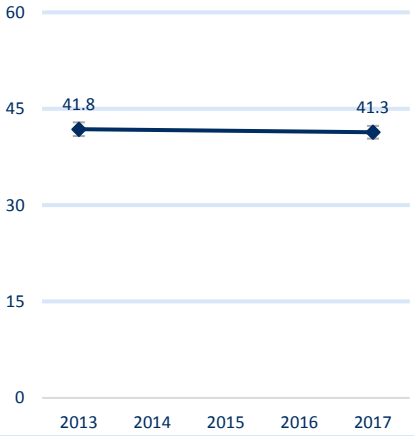
Learning with Peers: Seniors

Collaborative Learning

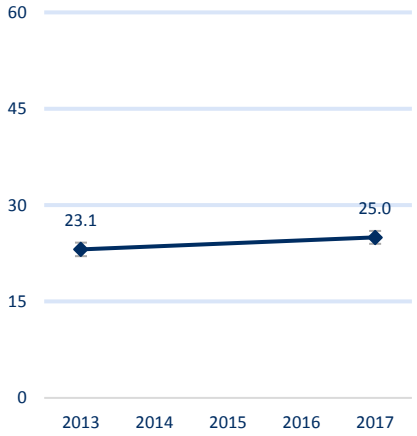


Discussions with Diverse Others



Experiences with Faculty: Seniors

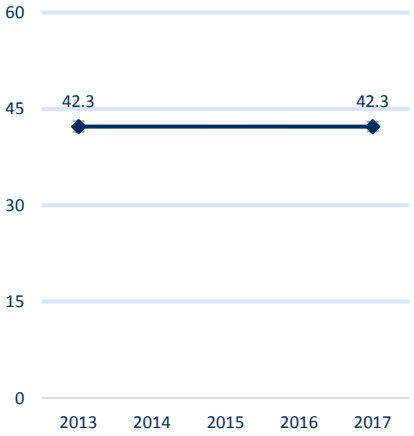
Student-Faculty Interaction



Effective Teaching Practices

Campus Environment: Seniors

Quality of Interactions



Supportive Environment

NSSE 2017 Multi-Year Report

High-Impact Practices

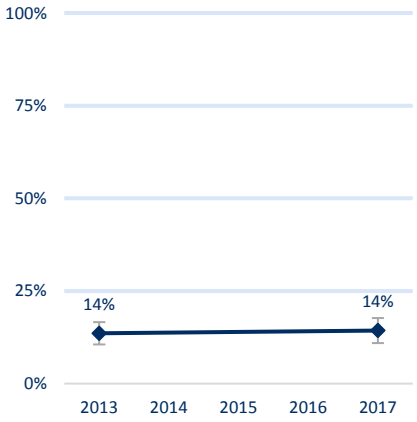
Western Michigan University

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

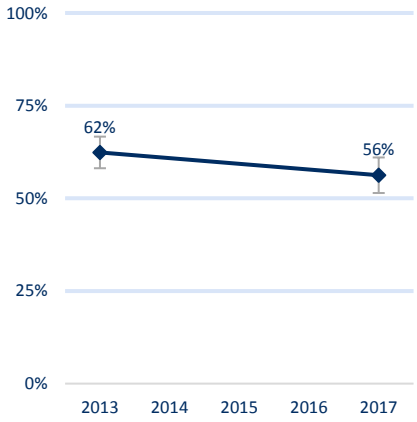
Learning Community

(Done or in progress)



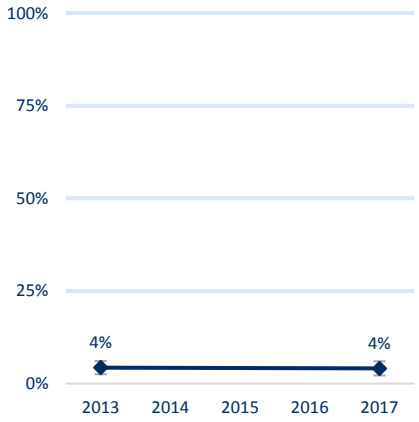
Service-Learning

(Some, most, or all courses)



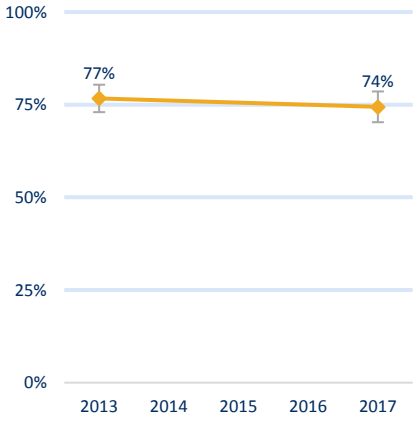
Research with Faculty

(Done or in progress)



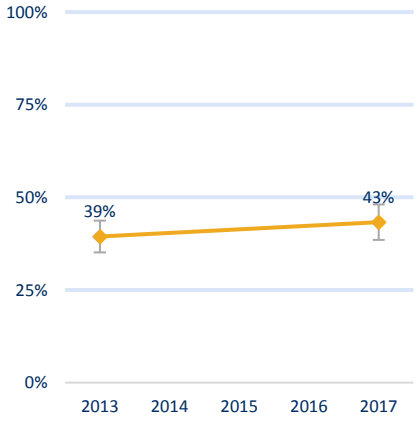
Internship/Field Experience

(Plan to do)



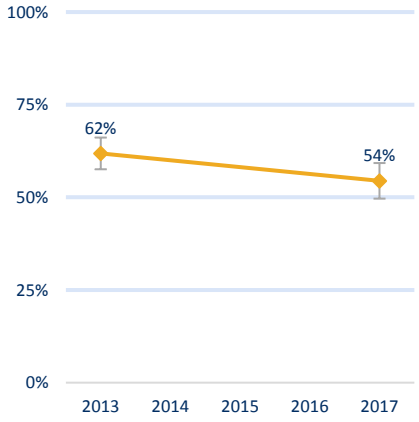
Study Abroad

(Plan to do)



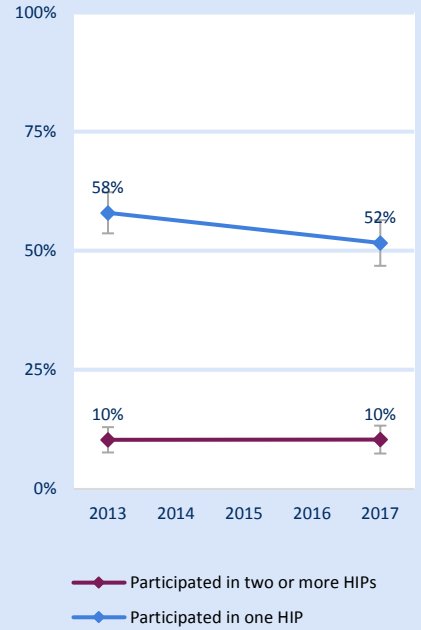
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.



NSSE 2017 Multi-Year Report

High-Impact Practices

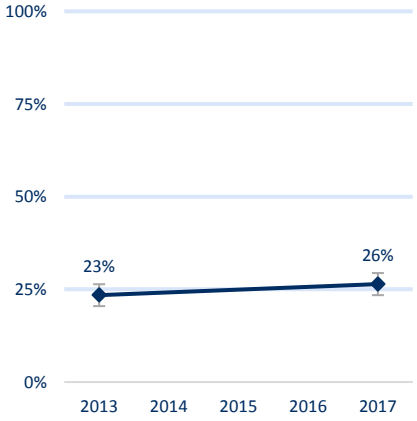
Western Michigan University

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

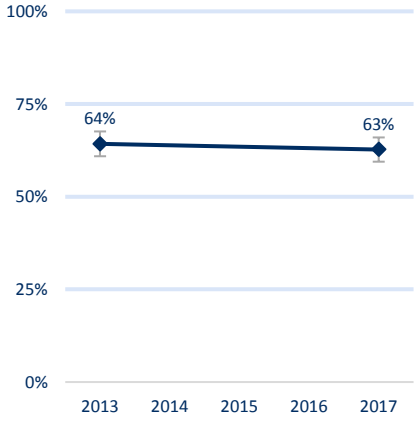
Learning Community

(Done or in progress)



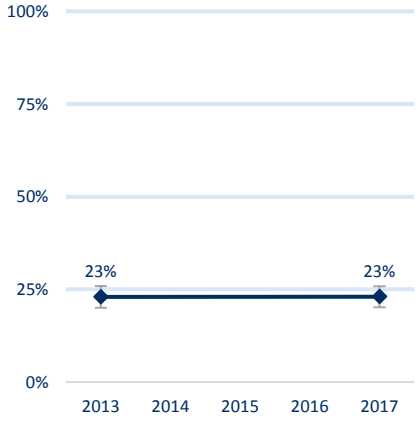
Service-Learning

(Some, most, or all courses)



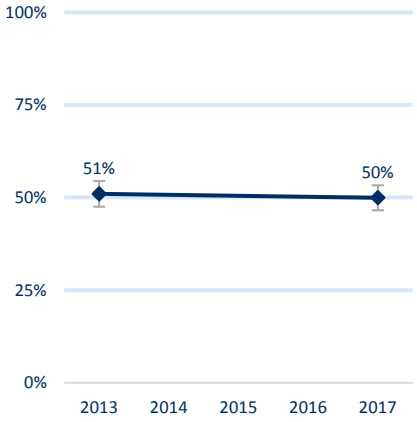
Research with Faculty

(Done or in progress)



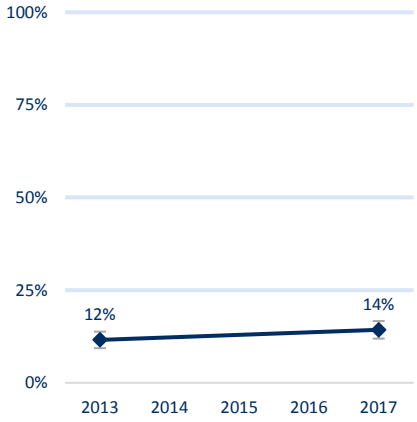
Internship/Field Experience

(Done or in progress)



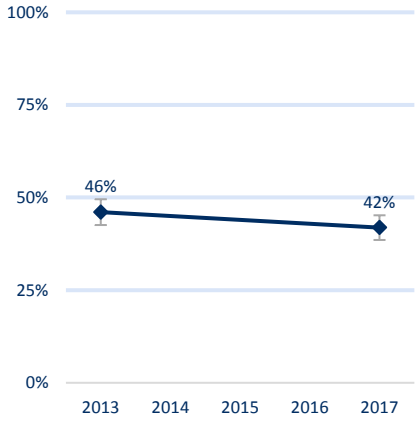
Study Abroad

(Done or in progress)



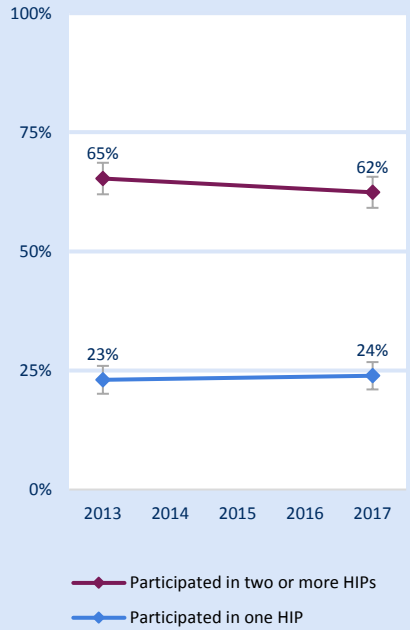
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.



NSSE 2017 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Western Michigan University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge																	
Higher-Order Learning	*Mean*	**37.6**				**37.2**				**39.8**				**38.2**			
	n	540				496				816				958			
	SD	13.9				13.0				14.5				13.6			
	SE	.60				.59				.51				.44			
	CI upper bound	38.8				38.4				40.8				39.1			
	CI lower bound	36.5				36.1				38.8				37.3			
Reflective & Integrative Learning	*Mean*	**36.5**				**34.8**				**38.2**				**38.6**			
	n	571				521				860				996			
	SD	12.4				11.8				12.8				12.0			
	SE	.52				.52				.44				.38			
	CI upper bound	37.5				35.8				39.1				39.3			
	CI lower bound	35.4				33.8				37.3				37.8			
Learning Strategies	*Mean*	**39.1**				**37.8**				**39.2**				**37.5**			
	n	495				426				778				846			
	SD	14.1				13.3				14.5				14.2			
	SE	.63				.65				.52				.49			
	CI upper bound	40.3				39.0				40.2				38.5			
	CI lower bound	37.9				36.5				38.1				36.5			
Quantitative Reasoning	*Mean*	**26.9**				**26.3**				**29.1**				**29.1**			
	n	550				487				838				952			
	SD	17.2				15.2				17.6				15.8			
	SE	.73				.69				.61				.51			
	CI upper bound	28.4				27.6				30.3				30.1			
	CI lower bound	25.5				24.9				27.9				28.1			
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	*Mean*	**15.4**				**15.5**				**15.4**				**14.6**			
	n	467				376				743				802			
	SD	8.2				8.3				8.8				8.9			
	SE	.38				.43				.32				.31			
	CI upper bound	16.1				16.4				16.1				15.3			
	CI lower bound	14.6				14.7				14.8				14.0			
Course Reading Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.	*Mean*	**6.9**				**6.2**				**6.5**				**6.5**			
	n	461				371				743				798			
	SD	5.9				5.4				5.3				6.1			
	SE	.28				.28				.19				.22			
	CI upper bound	7.5				6.7				6.8				6.9			
	CI lower bound	6.4				5.6				6.1				6.1			

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

Academic Challenge (additional items, continued)																	
Assigned Writing	*Mean*	**44.5**				**48.5**				**77.5**				**76.9**			

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Estimated number of pages calculated from three survey questions.	*n*	471				431				721				850			
	SD	52.2				59.5				76.2				85.4			
	SE	2.41				2.86				2.84				2.93			
	CI upper bound	49.2				54.1				83.0				82.6			
	CI lower bound	39.8				42.9				71.9				71.1			
Course Challenge	*Mean*	**5.6**				**5.3**				**5.7**				**5.4**			
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	*n*	504				426				795				845			
	SD	1.1				1.2				1.2				1.3			
	SE	.05				.06				.04				.04			
	CI upper bound	5.7				5.4				5.7				5.5			
	CI lower bound	5.5				5.2				5.6				5.3			
Academic Emphasis	*Mean*	**3.4**				**3.1**				**3.2**				**3.1**			
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	*n*	466				386				746				811			
	SD	0.7				0.7				0.7				0.8			
	SE	.03				.04				.03				.03			
	CI upper bound	3.4				3.2				3.2				3.1			
	CI lower bound	3.3				3.0				3.1				3.0			
Learning with Peers																	
Collaborative Learning	*Mean*	**32.1**				**32.5**				**33.3**				**35.4**			
	n	586				542				867				1,023			
	SD	13.7				14.3				13.6				14.2			
	SE	.57				.61				.46				.45			
	CI upper bound	33.3				33.7				34.3				36.3			
	CI lower bound	31.0				31.3				32.4				34.6			
Discussions with Diverse Others	*Mean*	**42.5**				**39.3**				**41.8**				**41.3**			
	n	503				424				787				849			
	SD	15.0				14.9				15.3				14.7			
	SE	.67				.72				.54				.50			
	CI upper bound	43.8				40.7				42.9				42.3			
	CI lower bound	41.2				37.8				40.8				40.4			

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

Experiences with Faculty																	
Student-Faculty Interaction	*Mean*	**21.8**				**23.8**				**23.1**				**25.0**			
	n	556				498				838				981			
	SD	15.2				14.5				15.5				16.0			
	SE	.64				.65				.54				.51			

NSSE 2017 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Western Michigan University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
	CI upper bound	23.1				25.1				24.2				26.0			
	CI lower bound	20.6				22.6				22.1				24.0			
Effective Teaching Practices	*Mean*	**38.8**				**36.9**				**39.4**				**38.4**			
	n	555				497				844				968			
	SD	13.0				12.8				13.8				13.1			
	SE	.55				.57				.48				.42			
	CI upper bound	39.9				38.0				40.3				39.2			
	CI lower bound	37.7				35.8				38.5				37.6			
Campus Environment																	
Quality of Interactions	*Mean*	**43.2**				**42.2**				**42.3**				**42.3**			
	n	479				404				747				786			
	SD	11.0				11.6				11.5				10.8			
	SE	.50				.58				.42				.38			
	CI upper bound	44.2				43.4				43.1				43.0			
	CI lower bound	42.2				41.1				41.4				41.5			
Supportive Environment	*Mean*	**38.8**				**36.7**				**31.8**				**31.6**			
	n	461				375				736				806			
	SD	14.3				13.2				14.0				13.8			
	SE	.67				.68				.52				.49			
	CI upper bound	40.1				38.1				32.8				32.6			
	CI lower bound	37.5				35.4				30.8				30.7			

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE national survey of student engagement

NSSE 2017 Multi-Year Report

Detailed Statistics: High-Impact Practices

Western Michigan University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Learning Community[a]	*%*	**14**				**14**				**23**				**26**			
	n	498				414				792				841			
	SE	1.5				1.7				1.5				1.5			
	CI upper bound (%)	17				18				26				29			
	CI lower bound (%)	11				11				20				23			
Service-Learning[a]	*%*	**62**				**56**				**64**				**63**			
	n	497				412				789				841			
	SE	2.2				2.4				1.7				1.7			
	CI upper bound (%)	67				61				68				66			
	CI lower bound (%)	58				51				61				59			
Research with Faculty[a]	*%*	**4**				**4**				**23**				**23**			
	n	495				415				788				843			
	SE	0.9				1.0				1.5				1.5			
	CI upper bound (%)	6				6				26				26			
	CI lower bound (%)	3				2				20				20			
Internship or Field Experience (First-year results: Plan to do)	*%*	**77**				**74**				**51**				**50**			
	n	502				425				793				846			
	SE	1.9				2.1				1.8				1.7			
	CI upper bound (%)	80				79				54				53			
	CI lower bound (%)	73				70				48				47			
Study Abroad (First-year results: Plan to do)	*%*	**39**				**43**				**12**				**14**			
	n	499				413				790				842			
	SE	2.2				2.4				1.1				1.2			
	CI upper bound (%)	44				48				14				17			
	CI lower bound (%)	35				39				9				12			
Culminating Senior Experience (First-year results: Plan to do)	*%*	**62**				**54**				**46**				**42**			
	n	497				414				790				844			
	SE	2.2				2.4				1.8				1.7			
	CI upper bound (%)	66				59				50				45			
	CI lower bound (%)	58				50				43				39			
Overall HIP Participation[b]																	
Participated in one HIP	*%*	**58**				**52**				**23**				**24**			
	n	504				417				796				849			
	SE	2.2				2.4				1.5				1.5			
	CI upper bound (%)	62				56				26				27			
	CI lower bound (%)	54				47				20				21			
Participated in two or more HIPs	*%*	**10**				**10**				**65**				**62**			
	n	504				417				796				849			
	SE	1.4				1.5				1.7				1.7			
	CI upper bound (%)	13				13				69				66			
	CI lower bound (%)	8				7				62				59			

Notes: n = Number of respondents; SE = Standard error of the proportion (sqrt[(p * (1 - p)) / (n - 1)]) where p is the proportion; upper and lower bounds represent the 95% confidence interval (p +/- 1.96 * SE).

a. Results are the percentage who had done the activity.

b. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.